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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. THIRD PROGRESS REPORT, JANUARY 1-FEBRUARY 15, 1965.

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YOUTHFUL OFFENDERS SERVING PRISON SENTENCES WERE EXPERIMENTAL SUBJECTS IN A MANPOWER TRAINING PROGRAM INVOLVING COURSES IN WELDING, APPLIANCE REPAIR, RADIO AND TELEVISION REPAIR, AUTO REPAIR, BARBERING, TECHNICAL WRITING, AND BRICKLAYING. COUNSELING AND TRAINING CONTINUED FOR ENROLLEES IN THESE SEVEN COURSES, AND 130 INMATES APPLIED FOR THE SECOND CYCLE OF THE FIVE 26-WEEK COURSES. ENROLLMENT IN THE FIRST COURSE SERIES DROPPED FROM 70 TO 65 BY FEBRUARY 15, 1965. MONETARY INCENTIVES WERE USED TO INCREASE THE EFFECTIVENESS OF PROGRAMED REMEDIAL INSTRUCTION--$5.00 WAS GIVEN TO THE FIRST STUDENT TO ACHIEVE A GIVEN LEVEL OF SUCCESS BASED ON A POINT SYSTEM. INSTALLATION OF ALL EQUIPMENT IN THE SERVICE STATION MECHANIC SHOP WAS COMPLETED. A MAJORITY OF THE STUDENTS EXPRESSED PRIDE IN THE PROJECT, AND THEIR PERSONAL APPEARANCE IMPROVED. SPECIFIC JOB PLACEMENT WAS CONFIRMED IN (1) BIRMINGHAM, GADSDEN, ANNISTON, HUNTSVILLE, MONTGOMERY, (2) SANFORD, FLORIDA, AND (3) FORT WORTH, TEXAS. THE APPENDIXES INCLUDE (1) A LIST OF COUNSELEE PROBLEMS, (2) STUDENT COUNSELORS' WORK SCHEDULES, (3) AN EXPLANATION OF THE USE OF PROGRAMED INSTRUCTION IN VOCATIONAL TRAINING, (4) "THE DRAPER EXPERIMENT--A DRAMATIC USE OF PROGRAMED INSTRUCTION IN A PRISON FOR YOUTHFUL OFFENDERS" BY JOHN M. MCKEE AND DONNA M. SEAY, AND (5) ORGANIZATIONAL CHARTS. (EM)

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THIRD PROGRESS REPORT

JANUARY 1, 1965 to FEBRUARY 15, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT

FOR

TRAINING AND PLACEMENT OF YOUTHFUL INMATES

OF

DRAPER CORRECTIONAL CENTER

AT

ELMORE, ALABAMA

Manpower, Development and Training Act

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TRAINING AGREEMENT, ALA-(YM)5001

ATTENTION: DIVISION OF SPECIAL PROGRAMS

January 1, 1965 to February 15, 1965

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PROGRESS REPORT

January 1, 1965 to February 15, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

The purpose of the experimental-demonstration project is to provide a special program for the selection, counseling, testing, evaluation, training, and placement of a minimum of 120 youthful inmates, from 16 through 22 years of age, with a variety of problems that prevent their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates and overcome their defeatist attitude. Reduction of training time without sacrificing the quality and amount learned is a project goal.

Experimental and Demonstration Features

The specific features of the program will seek to demonstrate that:

1. Institutionalized youthful offenders can be successfully evaluated, selected, counseled, and trained for a vocation.

2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training materials.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed this program.

4. Intensive vocational and personal counseling can assist in modifying psychological and behavioral problems of these inmates and enable them to become employable citizens who are capable of adjusting to the demands of a free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the individual.

6. College students (males) studying counseling and guidance can receive qualified field training for practicum credit.

7. Volunteers can be recruited from the surrounding communities to assist in the pre-release program.

8. Community involvement can be generated to establish social committees to sponsor individual inmates who will be paroled to the community.

Administration

Vacancies on both the experimental-demonstration and vocational training staffs have been filled with people who are well qualified for their positions. Three college students began working February 1 as assistant counselors under the supervision of the regular guidance counselors. One of the students is receiving six semester hours practicum credit toward his Ph.D. in counseling and guidance. Appendix A covers the work these students are performing.

One typist, a young man who proved to be inadequate for the job, left without giving notice. Another man is now being considered for this vacancy

A talented and efficient artist was employed in February to illustrate for the programmed instructional lessons. Another will be employed at a later date when there is more demand for art work.

Additional staff members in both the vocational and the experimental-demonstration phases have been requested in revisions of both budgets because of unexpected work required to carry out detailed plans of the program. An artist, a typist, an assistant remedial instructor, and more subject-matter experts are needed for the vocational training. The experimental-demonstration phase is in great need of a historian to keep accurate accounts of all project activities as they occur each day.

Installation of light fixtures and ceilings have been completed by the Board of Corrections. Ventilation is also planned for two classrooms as soon as the Board of Corrections can provide the fans and carpenters.

It has become apparent that it is necessary to train someone who can orient the many visitors who are constantly coming out to Draper from all parts of the country to see just exactly what type of project is being conducted. A person, perhaps an intelligent inmate who understands and takes pride in the project, will be trained to conduct an informative tour after the visitors have met the Director or the Assistant Director for a preliminary session.

Because of delays in reimbursing vocational training funds, purchase of needed equipment and supplies has not been possible. As soon as these funds are released, the project will be in a much better position to provide the training that was planned. Other vital materials which were excluded in the original budget are to be listed in a revised budget for approval. This should eliminate other training problems that have developed as the result of not having what was needed to do an adequate job of instructing.

Recruiting

Previous reports include information on procedures used in promoting and selecting students for the project. Applications for the next six-month courses have been received. The following breakdown includes the number who have applied for each six month course.

Barbering - 13
Small Electric Appliance Repair - 9
Welding - 28
Bricklaying - 14
Auto Service Station Mechanic-Attendant - 19

The State Employment Service will administer the General Aptitude Test Battery to applicants on February 23, 24, and 25. Test scores, plus other pertinent information, will permit a more judicious selection of students for each course

Thorough investigations have been made in the prison records to ascertain as much information about all applicants as possible, particularly as the information might bear on the selection criteria. Next, personal interviews are conducted to gather information concerning interest, past work experience, and attitude. Not enough men applied for the Small Electrical Appliance Repair Class, but many of the applicants listed this course as their second choice. After the pre-vocational training period, the applicants should be more sure of their choices.

In selecting trainees for the first courses, important information was overlooked or not available. For example, some individuals were selected who had such long prison sentences that the Parole Board was unable to make parole coincide with the end of their training. In other instances, trainees received "hold-overs" for trials to be held after release from Draper, resulting in their not being available for placement upon the completion of the course. More careful selection for the next classes will help solve these problems.

Counseling

Examples of short resumes of counseling sessions (Appendix A) give some insight into the types of problems which the counselees have. Counselors have had several sessions with each of the inmates in aiding them to gain better insight into themselves and to master their frustrations and personal problems.

The service the college counselors have given has been invaluable. According to their work reports (Appendix A), much of their time has been used to process data for guidance purposes. Such duties as counseling, administering tests, examining prison records, and orienting visitors have also consumed considerable time.

Enrollment as of February 15, 1965, is listed below according to courses:

Class	Original Enrollment	Dropped	Current Enrollment
Barbering	10	0	10
Bricklaying	10	1	9
TV-Repair	10	0	10
Small Elec. Appliance Repair	10	1	9
Serv. Station Mechanic-Attendant	10	1	9
Technical Writing	10	1	
Welding	10	2	8
Totals	70	5	65

The five students were dropped for the following reasons:

Small Electric Appliance Repair

1. Ira Lee Tolbert dropped for good cause. He was transferred back to a county jail and kept for a long period of time pending trials.

Bricklaying

2. John D. Blow dropped for bad cause. He lost interest in the course and wanted to drop and enroll in the Self-Instructional School. He was counseled but still wanted to drop.

Welding

3. Buster Ray was dropped for good cause. He was kept in a county jail pending trials for a long period of time which necessitated his being dropped.

4. Ronald Wells was dropped for bad cause. He was transferred to Kilby Hospital for mental treatment.

Auto Service Station Mechanic-Attendant

5. Gerald Talley was dropped for good cause. His level of academic achievement was too low to handle the classroom work. He asked to be dropped and was enrolled in the Self-Instructional School. He was also referred to the clinical psychologist.

Every effort will be made to increase the number of students in the next courses in order that the project will reach its goal of successfully training 120 students in twelve months.

Training

It is the responsibility of the State Division of Vocational Education to administer the program through the designated training agency, Draper Correctional Center. The program is being coordinated by the State Director of Vocational Education. Supervision of the program's organization and development is provided by the State Supervisor of Manpower Development and Training Program. The Commissioner of the Alabama Board of Corrections is the public official responsible for the funds allocated for training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases have been the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques. These techniques are now being applied with success (generally, under the name of programmed instruction) by various agencies, such as the Training Branch of the U. S. Communicable Disease

Center, the U. S. Air Force Training Command, the Agency for International Development, and many schools and industries. We propose to create programmed materials for several basic trades for which such materials do not now exist, and to put them to work in a vocational education project designed to train a group of male youthful offenders who are clearly hard-core employment problems upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public educational institutions

The specific purposes of the training phases of this project are as follow

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The proposed courses for the project are as follows: Combination Welder, Radio & TV Repair, Small Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barber, Bricklayer, and Technical Writer.

2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds.

   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand.

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of the training job.

3. To assess ways of improving the training and programming service and to insure proper job placement and guidance of the trainees after parole.

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA Codes, occupational titles, DOT Codes, length of training, and the number of trainees, for each course, are shown in the table below:

CODE	TRAINING AREA	DOT	LENGTH OF TRAINING	NO. OF TRAINEES
Ala-(YM)5001-001	Combination Welder	4-85.040	26 weeks	10
Ala-(YM)5001-002	Small Electric Appliance Repairman	7-83.058	26 weeks	10
Ala-(YM)5001-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(YM)5001-004	Automobile Service Station Mech.-Attendant	7-81.011	26 weeks	10
Ala-(YM)5001-005	Barber	2-32.01	26 weeks	10
Ala-(YM)5001-006	Technical Writer	0-06.90	52 weeks	10
Ala-(YM)5001-007	Bricklayer	5-24.011	26 weeks	10
				70

Remedial or Basic Education

One of the most attractive incentives that has been responsible for improvement in both the quality and the quantity of students' work was a reward of $5.00 for the first student who accumulated a total of 16 points. These points are earned by taking programmed instructional courses and by passing an examination with at least 85% of the answers correct. A recently prepared wall chart depicts the students' progress by assigning a point value to each course that has been successfully completed.

All tests are available in each inmate's records. Fortunately, only 1% have been unable to score above 85 on tests after review.

In order for programmed instruction to be most effective, it is important that close supervision be given to the use of it. The instructions on how to use programmed instructions were written by the remedial instructor as a result of his efforts and experience. (See Appendix B.)

Supplementary

Supplementary instruction includes classes in personal and social relations for all the students and distributive education for the barbers, TV repairmen, small electrical appliance repairmen, and automobile service station mechanics-attendants.

The following subjects have been covered:

1. Introduction to Personal & Social Relations Course
2. Introduction to Distributive Education Course
3. Communications
4. Introduction to Basic Salesmanship

The following teaching aids were used and were well received by the students:

The Earl Nightingale "Lead the Field" Series.

Introduction
Record #1 - The Magic Word (ATTITUDE)
Record #2 - Greener Pastures
Record #3 - A Worthy Destination
Record #4 - Miracle of Your Mind

Presented the following films:

1. Gateways to the Mind - Bell Telephone
2. Voice of Your Business - Bell Telephone
3. Letter from America - Goodyear

There have been no deviations from original plans other than a slight speed-up in order to get on schedule. Outside speakers have been contacted to come in and speak to the students on subjects listed in the course outline.

Shops and Related Classrooms

Space remains a problem, especially in the Small Electrical Appliance Repair Shop. In spite of the cramped working conditions, the students take pride in their newly acquired skills. The installation of all the equipment for the Service Station Mechanic-Attendant Shop has been completed. More progress is being made by the trainees; however, a delay of two weeks is anticipated because of late installation of lift and alignment machinery.

As soon as vocational training money is reimbursed, it will be possible to purchase tools, supplies, and other visual aids needed for the classrooms and shops. Each instructor will then be in a better position to follow the training program as planned.

The Technical Writers have been taught what must be considered before deciding which lessons should be programmed. Since production may be learned through other methods that are less expensive to develop, it is essential that a list of "products" be obtained from a master in a job according to a standard length of time. The product list is ranked for treatment by asking the Subject-matter specialist the following questions on each product:

1. Is the producing of this product behavioral and observable?
2. Is the product critical in terms of time and function to the entire job?
3. Is the behavior contained and sequential?
4. Can the behavior be taught presently by an instructor in one demonstration?
5. Is the behavior at relatively high strength for the student without training?
6. Are there presently adequate training materials for this behavior?
7. Can a lesson on this behavior be easily evaluated?
8. Can the behaviors be easily simulated?
9. Will this learning facilitate other learning?

Answers to these questions determine what subjects would be practical to program. Several types of programs may be developed. The type will depend upon the nature of the skills, knowledge, attitudes to be taught. (Refer to Appendix C, page vii, for the five different categories of types.)

Job Development and Placement

The Placement Officer has established the fact that prospective employers are willing to hire youthful offenders who have received skill training. That they are former inmates is a secondary consideration to the fact that they are trained in a particular trade and therefore offer more job stability.

A definite change in the attitudes of the trainees toward society has been noticed. A majority express pride in being a part of the training program. Improvements in personal appearance, such as neat haircuts, clean shaves, better speech habits, and neater appearance in general, are noticeable.

The Placement Officer and the Vocational Counselor continue to work with the Pardons and Paroles Board to determine new parole review dates and other specific parole information. The Board continues to cooperate in any way possible with the project.

Meetings have been held with numerous managers of the Alabama Employment Service offices around the state and assurance of their cooperation has been forthcoming. Individual personal history and training records are being compiled and will be sent to local State Employment Offices where the trainees will be placed in jobs.

Parole Supervisors in the various communities where trainees are seeking placement have been quite cooperative and have exhibited a genuine interest in the overall project. They have agreed to aid in establishing a "home program" for the trainees and have also said they will help in finding employment. Since these supervisors are well known in the community and have local contacts, they can be of great help in placement.

Placement activities are being greatly intensified and contacts made thus far have been encouraging. No major difficulties are foreseen in placing trainees within the state; however, some problems have been encountered in placement outside the state. According to the Pardons and Paroles Board regulations, a parolee must not only have an approved job awaiting him but must also have an approved "home program." An approved home program for those desiring placement out of the state requires that the individual trainee have a close relative with whom he can live during his parole period. This seems a wise regulation because most of the trainees are not of legal age and in most instances would need direct supervision at home. In cases where parolees do not have families or close relatives out of the state, they are being encouraged to accept parole within the state.

Specific placements in jobs have been confirmed for several trainees in the following localities: Birmingham, Gadsden, Anniston, Huntsville, Montgomery; Sanford, Florida; and Fort Worth, Texas. Tentative placement for others has been secured but not confirmed as of this date.

News releases concerning the activities of the project have been sent to the mass media throughout the state. A full-page feature story on the project was recently printed in the Birmingham News, one of the state's largest daily publications. Dr. John McKee, Project Director, appeared on radio station WAPI in Birmingham and answered questions from listeners concerning the project. The response from the audience was extremely encouraging. He also presented a paper to the "Conference on Programmed Learning and Electronic Media In Educational and Training Systems," Detroit Society for Programmed Instruction (Appendix C).

The Placement Officer has made several talks on the project to various civic clubs in the state. Reaction has all been favorable.

Personal visits to the project by various groups continue During this reporting period visits have been made by groups representing the following organizations: Alabama State Legislature, Vocational Education Department, University of Alabama, Auburn University, National Society for Programmed Instruction Dr. and Mrs. Muzic, educators from Yugoslavia, also visited the project and were favorably impressed.

Summary

Youthful offenders serving prison sentences at Draper Correctional Center, Elmore, Alabama, are experimental subjects in the Experimental and Demonstration Manpower Project for Training and Placement. Counseling and training are continuing for the students enrolled in seven courses. Recruiting for the five new classes is proceeding as scheduled. So far, 130 inmates have applied.

The Placement Officer has been able to find employers willing to hire youthful offenders who have received skill training. Several jobs have been confirmed and tentative placement for others has been secured. Staff members participate regularly in promotional activities in the form of news releases, radio interviews, and speeches before civic and professional groups. Reaction to these activities has been very favorable.

The general attitude of the inmate trainees towards the staff and themselves seems to be improving. In the beginning of the project, they were somewhat suspicious of the staff's motives, and communication between individuals was not good. Now, the trainees seem to have confidence in the personnel as exhibited by their voluntary counseling sessions where they discuss various personal problems and their increased effort to improve themselves

Most of the difficulties in acquiring staff and equipment have been overcome, and instruction in shop and classroom activities has been intensified.

APPENDIX A

SERVICE OF COLLEGE COUNSELORS
AND
EXAMPLES OF SHORT RESUMES OF COUNSELING SESSIONS

COUNSELING

The following resume of counseling sessions will give some insight into the counselees and the problems which they have.

COUNSELEE NUMBER	PROBLEMS PRESENTED BY COUNSELEES
1	Counselee wanted to drop course due to possibility of an early parole. He felt that the termination of his training would come too long after his parole possibility. He was advised not to drop the course until he found out just what action the Parole Board would take. He did not take the advice and was dropped as requested. Parole was not granted.
2	Personal problems concerning family, bastardy charges, and his responsibilities toward both. He is willing to assume his obligations as a father and is willing to support the child and mother with or without marriage, but prefers marriage if the mother is willing.
3	Client has intense fear of people. He was given a Personal Inventory Test which supported his statement concerning fear. He has been referred to the Clinical Psychologist for diagnosis and treatment.
4	He was concerned that an escape and trial might interfere with a parole review date. With the help of the warden this charge was dismissed and a parole review date was favorably established.
5	Counselee had problems concerning car debt and judgment. He bought a car on the installment plan. When he was apprehended, the car was repossessed. His question concerned what legal action, if any, might be taken against him. Contact with his family was made, and they were requested to find out what action would be taken.
6	Subject seems to think that his uncontrollable temper gets him into trouble. He requested permission to talk with the Clinical Psychologist. Permission was granted
7	Requested college entrance information and eligibility requirements for the PACE Program (a college scholarship fund for ex-prisoners). Since the counselee did not complete high school in the "free world," he was advised to take the General Educational Development Test. He was given information desired. He is still making periodic visits to the counselor's office.

COUNSELEE NUMBER	PROBLEMS PRESENTED BY COUNSELEES
8	His parole review date does not coincide with the termination of his training. Counselor and Placement Officer made a trip to the Parole Board and discussed this and similar problems with them. There is still possibilities that these parole review dates may still be moved up to coincide with training termination. This will depend upon the progress of the students.
9	Same as No. 8.
10	Same as No. 7.
11	Same as No. 8. The Administrative Staff plans to make available to the Parole Board all pertinent information concerning the students' progress so that this can be taken into consideration when the parole review dates take place. This information may also serve to encourage the Parole Board to arrange earlier review dates for those inmates who need them.
12	Trainee was called back to Mobile for a trial. He was concerned about having to miss classes. Arrangements were made for him to take materials with him so that he could study. Since he is an excellent student, it is felt that he will be able to make up the time lost. This will depend upon the length of time he is away from class.
13	Student had been absent for a lengthy time and had to be dropped from course. His absences were unavoidable. He had to attend a trial. He was advised that he might want to enroll in a future class. An application form for the welding class which will begin in May has been filed by him.
14	Same as No. 8.
15	Multiple problems--centered around whether his family would be willing to accept him back after all the disgrace he has brought upon them. Contacts have been made with the family by him and the counselor; however, the family has made no reply.
16	Same as 12.
17	Student wants to plan a way by which he can work and attend college part-time. He also seeks information about how he can, with a criminal record, get acceptance to the college. Counselor is working with the Placement Officer in helping this student obtain work in the city where the college offers extension work. The college will accept him for a probationary period.

COUNSELEE NUMBER	PROBLEMS PRESENTED BY COUNSELEES
18	Prior to his enrollment in this school, he had completed high school at night (Holtville High School). He has never received his diploma. The counselor contacted the Principal of Holtville High School and found out that the diploma had been ordered but not received.
19	He has been granted an early parole review date which will (if parole is granted) necessitate his termination of training before course completion. He was concerned as to whether he should drop the course then or wait until the Parole Board made its decision. After counseling, he decided to wait until he met with the Parole Board.
20	Counselee is worried about his mother, brothers, and sisters not having the welfare assistance which he thinks they need. The welfare case worker in his hometown has been asked to investigate this situation.
21	Counselee has been in the counselor's office on many occasions. He has many problems--narcotics (glue sniffing, paint lacquer sniffing, and other forms). He is 19 years old and his wife is 41. He suffers from periodic hallucinations. His case became so severe that he was transferred to the central penal hospital for treatment and to determine if he should be transferred to the state mental hospital. He was dropped from school.

Name: TOM ROGERS

COLLEGE CO-OP STUDENT'S WORK REPORT

Date began: February 1, 1965

DRAPER VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT

Work Performed	Hours Monday	Hours Tuesday	Hours Wednesday	Hours Thursday	Hours Friday	Hours Monday	Hours Tuesday	Hours Wednesday	Hours Thursday	Hours Friday	Hours Total
1. Collect data through interviews											
2. Counsel individuals							1	1	1	2	5
3. Counsel groups										1	1
4. Process data for guidance			4	6	7	6	6	2	1	1	34
5. Plan-administer tests		3							1		4
6. Score & organize test results					1				2	1	4
7. Examine prison records for data		3	4								7
8. Attend staff meeting	1							1			2
9. Attend In-Service Training									2		2
10. File & use Vocational Lit. (D. O. T.)								1		2	3
11. Participate in case conferences											
12. Develop case studies											
13. Administer & interpret sociometric devices											
14. Other Orientation	3	2		2				1			8
15. Other Studying Counseling Material						2	1	1		1	5
16. Other Observe Classes								1	1		2

Name: CHARLES PHILLIP GILBERT

COLLEGE CO-OP STUDENT'S WORK REPORT

DRAPER VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT

Date began: February 1, 1965 - February 12, 1965

Work Performed	Hours Monday	Hours Tuesday	Hours Wednesday	Hours Thursday	Hours Friday	Hours Monday	Hours Tuesday	Hours Wednesday	Hours Thursday	Hours Friday	Hours Total
1. Collect data through interviews											
2. Counsel individuals							1	2		2	5
3. Counsel groups											
4. Process data for guidance			2	2		3	4		2	1	14
5. Plan-administer tests		2			1	1				2	6
6. Score & organize test results				1						2	3
7. Examine prison records for data		3	3	2	2				1		11
8. Attend staff meeting	1							1			2
9. Attend In-Service Training									2		2
10. File & use Vocational Lit. (D. O. T.)					1		2		1	1	5
11. Participate in case conferences											
12. Develop case studies											
13. Administer & interpret sociometric devices											
14. Other Orientation	3	3	3	1	1	1		1			13
15. Other Typing				1							1
16. Other Read Guid. Material				1	3	3	1	4	2		14

APPENDIX B

THE USE OF PROGRAMMED INSTRUCTION IN VOCATIONAL TRAINING

THE USE OF PROGRAMMED INSTRUCTION IN VOCATIONAL TRAINING

Programmed instruction is the solution to many problems in Vocational Education. Its use in skill training, related study, and remedial education can improve a student's ability to learn. It can also aid the teacher by allowing him more time to assist each student in all aspects of his vocational training. If programmed instruction is to be an effective method of teaching vocational education, certain preparations and procedures should be based upon the needs of an individual.

The specific use of programmed instruction is dependent upon a person's interest and attitude. In a number of ordinary learning situations--in public schools, for example--there is a sort of "functional autonomy" operating: the student frequently attends to his lesson and masters enough material merely because he is expected to do so--or because he has no other choice if he is to make passing grades. Not so with the population group of young adult inmates whose anti-social attitudes successfully competed with learning under traditional methods of teaching. These young offenders were dropouts because neither school nor anything else could motivate them to learn material they could not visualize as a prerequisite toward reaching their goals.

Consequently, it was necessary to inculcate in these youth desirable attitudes and goals. Their acceptance of new goals through guidance in self-understanding led them to demand honest treatment in their educational pursuits--that instructional materials and methods be distinctly relevant to the new goals they had chosen. No matter how novel the material and enticing the secondary rewards for learning it, these students are not long interested in learning information for which they have no practical use.

Because the attitudes of students toward programmed instruction, or any particular programmed course, are largely related to their vocational interests, the students in bricklaying, for example, require a prescription of only that math--division, fraction, percentages--related to their vocation, while the more advanced students in TV repair find a prescription of algebra essential to their chosen field. To properly prescribe programmed instruction for students, questions as regards goals and occupational requirements must first be rigorously determined and stated. For example, if a student has chosen to become a small electrical appliance repairman, how much math and what type math is required of such a repairman at an entry level in this trade? What specific language arts should he know?

It is relatively simple to make the men aware that a certain amount of basic education is essential to all students--that they must be literate enough to learn verbal subject matter that is applicable to their vocational goals--but assessing precisely what they know and do not know is quite a difficult task. Although accurate evaluation of the students cannot be obtained solely by the use of standardized achievement tests, it was supposed that the results of such tests would provide a sound basis for evaluating their knowledge in reading, mathematics, and English. However, this supposition failed to take into account

low test-motivation on the part of some students and the fact that many purposely did poorly, believing that a low score would enhance their chances of being accepted for training. Thus, test results in many instances were of limited value in determining true levels of academic achievement. Needless to say, measures have been taken to obtain more reliable scores by explaining and emphasizing to the students that these tests are primarily for the prescription of programmed instruction courses that will improve their deficient areas.

A refined assessment of students' deficiencies must complement achievement test results in order that "parts" of programs can be prescribed for them. Thus the students will, ideally, always be directed to learning what they do not know and will not be required to go through hundreds of programmed "frames" of what they have already mastered. Our experience shows that boredom and task satiation can be managed far better if a student's "prescription" is tailored specifically to his needs.

The following is our standard procedure for developing an individualized evaluation and prescription for each student.

Initially, records of the student's intelligence and education levels are studied. These records give a <u>general</u> idea of the student's capabilities and areas of deficiency.

Next follows a consultation with each vocational instructor. Areas of principal importance to each particular vocation are discussed. The remedial instructor can learn from the vocational instructor what particular characteristics and abilities he has observed while each student works in his shop and classroom. For example, the bricklayer instructor found one student unable to read a scale ruler.

The third step is to conduct an interview with the student for the purpose of discussing with him his attitude and knowledge about programmed instruction. Questions are answered and misconceptions are clarified, after which specific weaknesses and needs of the student are pointed out to him.

Following the latter interview, tentative courses are listed for a student to take. Pre-tests are then given to determine whether or not the student needs a particular course or any part of it. If not, the prescription is altered and pre-tests are again given. Primarily, these pre-tests are prepared by the instructor; however, we have found that the short California Test Bureau's branching-type programs serve as adequate pre-tests in certain areas, especially in basic mathematics and English grammar. If a student knows the material, he will be able to complete the program quickly. If he has significant information gaps, he will take much longer and will need additional work.

As soon as the final prescription is formulated, the student is given the programs and told their purposes and how they relate to his vocation. He is also shown how to use the programs before he begins working on them under supervision.

Used correctly, programmed instruction is an efficient and effective educational device designed to meet the specific needs of the individual student When materials are correlated with the precise vocational needs and educational deficiencies of the student, his performance improves. As a result, he will be better prepared for a new life.

APPENDIX C

THE DRAPER EXPERIMENT - A DRAMATIC USE OF PROGRAMMED INSTRUCTION IN A PRISON FOR YOUTHFUL OFFENDERS*

John M. McKee, Ph.D.
Donna M. Seay, M.A.
Draper Correctional Center
Elmore, Alabama

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*Presented at the "Conference on Programmed Learning and Electronic Media in Educational and Training Systems," Detroit Society for Programmed Instruction, January 28, 1965.

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INTRODUCTION

No group, no class, no individual in society more clearly exemplifies failure and frustration than does the offender.

His home is broken; he is chronically unemployed; his diet is grossly insufficient. Frequently illiterate, he is always undereducated; and living amidst squalor, he commits crimes against society for which he and society must pay.

The institutional program set up for him is not as committed to human development and change as it is to merely holding him in custody. He is returned unprepared to hold a job and unwanted by a watchful, apprehensive community. He is as embittered toward society as society is hostile toward him. Under these circumstances the cycle of crime and incarceration repeats itself, and when it does, the chances of further repetition leap even higher. Indeed, 60% of imprisoned male offenders will, upon release, commit crimes and be returned to prison.

At Draper Correctional Center we propose to intercept this cycle created by poverty's worst by-product--the anti-social being. We are conducting an experiment in human development for the offender. We seek to bridge theory and practice, uncover facts and implement them. We are bringing to bear scientific exploration to an area long obscured by moralistic barriers and pious nostrums. We are attempting to develop systematically the avenues for the offender to enter free society as a full participant.

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*Presented at the "Conference on Programmed Learning and Electronic Media in Educational and Training Systems," Detroit Society for Programmed Instruction, January 28, 1965.

Programmed Instruction has a principle function in all of Draper's Experimental Projects in Education and Human Development. It is the means whereby an education is made possible in our academic and vocational programs. The teaching of personal and social skills, along with other academic and vocational skills, are in the process of being programmed by writers and subject-matter experts.

ACADEMIC: THE SELF-INSTRUCTIONAL SCHOOL*

The academic program was initiated first at Draper--nearly three years ago. We now have created a school that is entirely self-instructional, except for literacy education. As soon as a student can read he is promoted to self-instructional courses. It is then theoretically possible for him to move right through to college preparatory training. He can even "graduate" from Draper and enter college. In fact, we now have seven men attending colleges in Alabama and two out-of-state. Those in Alabama are members of our college scholorship program that we call PACE, which stands for Program for the Achievement of a College Education (for ex-prisoners).

In the Self-Instructional School we have a curriculum of 350 courses, 85 students, a supervisor of Instructional Program - a sort of behavior manager--, a cadre of academically-advanced inmates (called the Service Corps), and four college co-op students we call the College Corps. The organizational chart of the Self-Instructional School can be seen on page 1 of the Appendix.

The procedure for admission is simple: Out of a total prison population of 500 youthful offenders, we have no trouble getting 85 volunteers. Upon admission

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*This part of our program is supported by a grant from the National Institute of Mental Health.

the student is given an academic achievement test. His specific deficiencies are noted and a prescription is prepared. He then receives an orientation. In prison terminology this means he is "ribbed up"; in free-world terminology, he is stimulated and motivated. He is complimented on his achievement score, no matter what it is; he is asked a number of questions about himself which would indicate our personal interest in him. Then he is counseled on the important value of educational achievement and the power of knowledge and how they can be used. He is given the insight that the only thing really demanded of him is productivity--nothing else will suffice. He must work; he must complete programs; he must pass criterion tests with an 85 score. Finally, he receives his instructions and then goes to work.

These inmates need specifically designed programs of training. Ordinary school programs require of a student perserverence that can be sustained only by the expectation of success. The Draper inmate brings with him a conviction that he can only be a failure. P.I. and several allied training methods, as they are used in the Draper Self-Instructional School, are demonstrably able to overcome this defeating attitude and to maintain the trainee's active involvement in a learning situation. For a man who hates teachers, who has failed every major project he ever undertook in his life--even crime, or why else would he be in prison?--success can be a sweet and exhilarating experience.

VOCATIONAL PROJECT*

A. Purposes

In vocational training we propose to create programmed materials for several basic trades for which such materials do not now exist, and to put them to work in

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*This part of our program, the Vocational Experimental-Demonstration Project, is supported by a Manpower Development and Training Act grant.

a vocational education project designed to train a group of male youthful offenders who would ordinarily be a hard-core employment problem upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public education institutions.

While P.I. is often ballyhooed by the inexperienced and fad-proned, experienced educators and training people have demonstrated its value as a means for lightening the instructional load and speeding the training when it is used in an other wise well-managed training operation. The Self-Instructional School at Draper Correctional Center has had several years' experience in applying these methods to academic training. Well-designed programmed materials can appreciably increase the number of trainees an instructor can handle on an individual basis, reach many students who would otherwise fail, sharpen the motivation of the student to succeed, and curtail the idle time in the classroom. P.I. is not a cure-all, nor does it replace functions of a well-managed classroom or laboratory. It can, however, be a useful aid when knowledgeable writers and task analysts develop the occupational training materials in conjunction with experienced teachers and masters of the skills.

B. Experimental and Demonstration Features

The program planned for the selected trainees will seek to demonstrate that:

1. Institutionalized youthful offender can be successfully evaluated, selected, counseled, and trained for a vocation.

2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training materials.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed this program.

4. Intensive vocational and personal counseling can assist in modifying psychological and behavioral problems of these inmates and enable them to become employable citizens who are capable of adjusting to the demands of a free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the individual.

6. College students (males) studying counseling and guidance can receive qualified field training for practicum credit.

7. Volunteers can be recruited from the surrounding communities to assist in the pre-release program.

8. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

C. Programming Unit

The programming Section consists of the chief programmer, three programmers, and an artist. The chief programmer also serves as the technical writing instructor for 10 prisoner-students and utilizes the Programming personnel to aid him in the training and supervision of the production of programmed materials by the technical writing students. Page 2 of the Appendix presents the organizational chart of the Programming Section.

The team approach is used in the production of the materials in the beginning stages. Each of the three "free-man" programmers has a team of at least two technical writing apprentices and supervises their work on a very close basis by interviewing subject-matter consultants (the vocational instructors who will use their materials ultimately in his class); writing detailed and behavioral training objectives; analyzing behaviors for possible learning problems (discriminations, generalizations, and sequence); designing strategies for overcoming these problems; preparing and producing materials; and evaluating the effectiveness of the program and revising when and where necessary, as dictated by student "try-out" of the program. In the lesson-writing stage, the apprentices received more advice

from the chief programmer in order that the "free-man" programmer will have sufficient time to work on their own projects which are being developed concurrently. The main concentration thus far of the free-men programmers has been in the less clearly defined non-behavioral areas such as manners and grooming, budgeting, banking, and tax and financial laws for the trades.

The students for the technical writing class were selected on the basis of diagnostic writing exercises as well as standardized achievement, aptitude, and intelligence and vocabulary tests. The main criterial used for selection were high scores in the area of verbal skills.

The average formal educational level for the class is about 10th grade, but most of the students demonstrate college-level abilities, especially in reading comprehension, vocabulary, and mathematics.

The general plan for the year's work, of which approximately three and one-half months have elapsed, is to give the technical writing class two months of concentrated classroom work and demonstrations of the system of behavioral analysis that they will employ in writing the self-instructional materials. This system draws heavily upon the analysis process called "Mathetics" originated by Thomas F. Gilbert. Since the students have already completed the theory portion of their training, they have begun actual and realistic application of the knowledge in writing programs to be utilized in the training curriculum of the vocational project. (Pages 3 and 4 of the Appendix lists these programs.)

At the start it was anticipated that a large percentage of the work done by the class and the Programming Section would be programmed lessons that need only the student and the program. But as the programmers came to grips with the nature of skills training, it was quickly seen that new notions about self-instructional training should be tried out. Therefore, the Section now plans to

produce materials of several types. Depending upon the nature of skills, knowledges, or attitudes to be developed, the types of materials will fall into one of five categories, as follows:

1. Self-instructional, self-contained "teaching lessons" that require only the book, the student, and a pencil
2. Self-instructional "teaching lessons" to be used in conjunction with machinery, tools, and other equipment
3. Self-instructional guidelines to be used with machinery, tools, and other equipment
4. Materials to be used by two students or students and instructor at the same time
5. Conventional training materials (textbooks, instructions, narratives, and workbooks)

(Page 5 of the Appendix presents the entire organizational chart of the Vocational Experimental-Demonstration Project. Here one can see how the Programming Section relates to the total program.)

PERSONAL-SOCIAL SKILL DEVELOPMENT

The third area of training is in personal-social skill development, which includes attitude and behavior changes. Here we are just scratching the surface with P.I. The first program in this area was one on etiquette and personal grooming produced by the inmates themselves. The course was incomplete and needed editing badly. For example, a series of frames is used to establish the notion that taking frequent baths is not harmful. The final frame in this sequence requests the learner to make the following choice: It (is/is not) harmful to take a bath 100 times a day. The program states that the correct answer is: is not. Perhaps 100 baths a day would be harmful in some way or another! We plan to begin

work soon on the following programmed courses:

(1) Holding a Successful Job Interview

(2) How to Succeed on Parole

(3) Changing Spoken English Habits

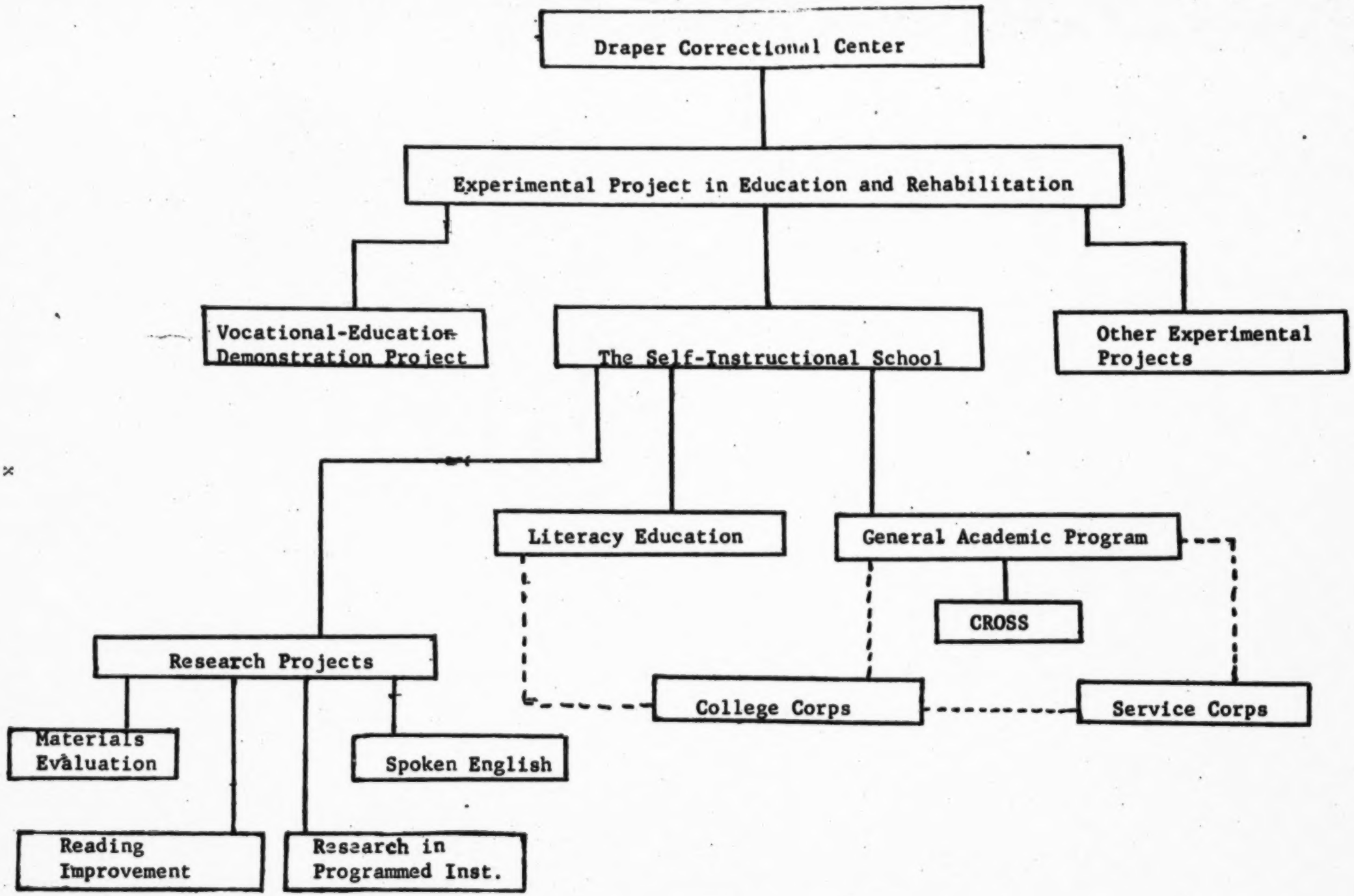
(4) Steps to Good Grooming

In addition to P.I., a variety of techniques will be used to get across attitude-change and social skill development, including role-playing.

Efforts to bring about character change in offenders usually carry a heavy religious overtone, including moralizing and pious pronouncements. Frequently, the values and concepts are so alien to the prisoner's past habits that not only his behavior is unchanged but he retreats from even more intelligent religious approaches. Some correctional authorities even suggest that religious and/or direct ethical training should be abandoned as an utter waste of time. On the other hand, we are proposing a frontal attack on ethical instruction to determine a content that the inmate will accept and follow. Ethical content will be obtained in great amount from successful parolees and from prisoners who have clearly changed from their adherence to the criminal code. Discussion teams will consider questions of content and seek agreement on responses to situations requiring ethical choice. Later, a trial course will be programmed for self-instruction. Possibly, such a course will include choices that must be made in staying out of trouble, in following rules of parole, and in good employer-employee relationships.

In summary, our business at Draper is directed at <u>behavior change</u>. Our aim is to develop those traits and behaviors that will insure a parolee's success. P.I. now serves as an important vehicle to speed us along our road toward the preparation of the offender that will lead to recidivism reduction. Yet, we are only beginning. We believe that the next few years will mark the most significant achievements in rehabilitation that have occurred since the establishment of correctional institutions.

APPENDIX



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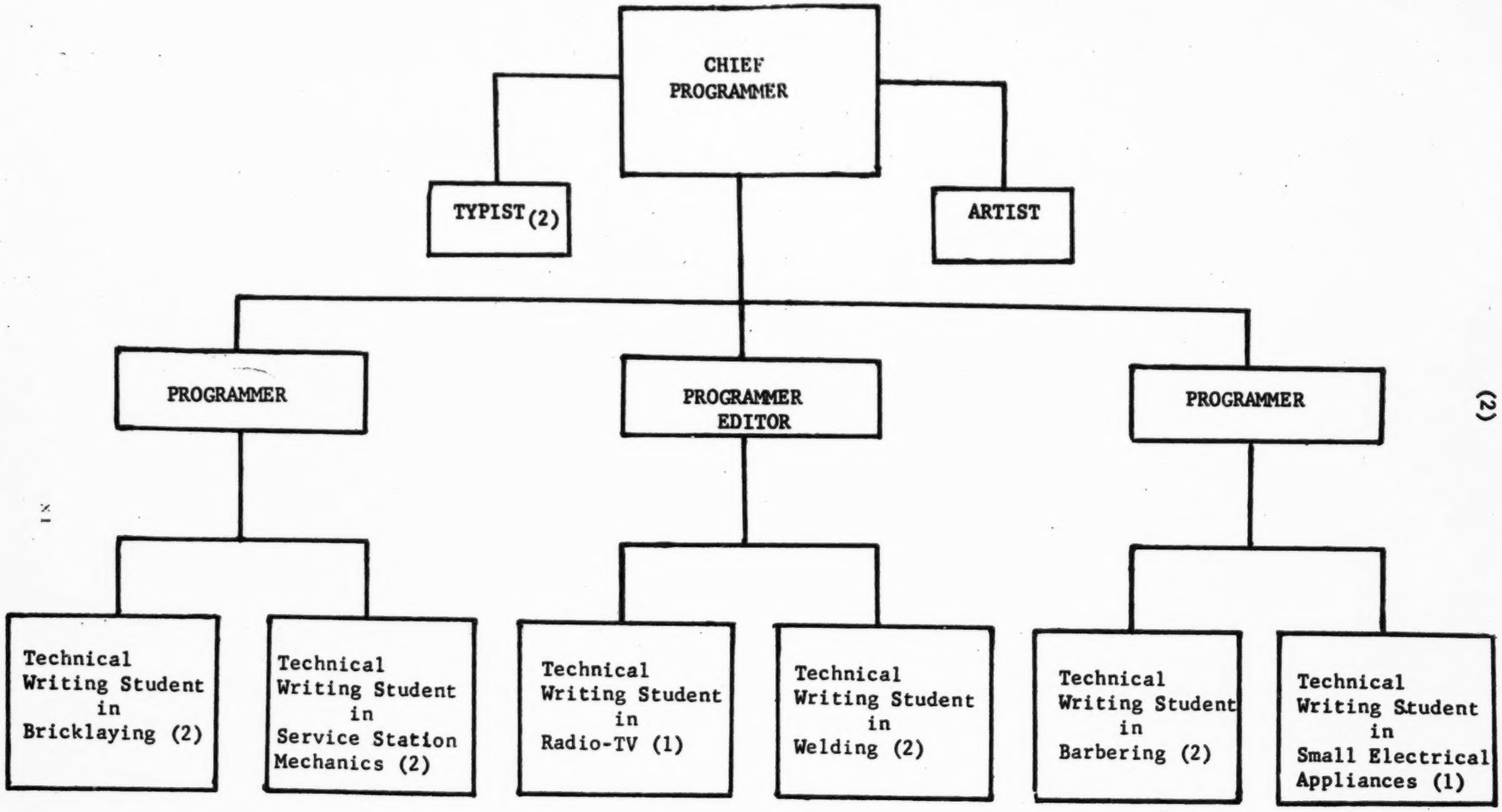
ORGANIZATIONAL CHART

The Self-Instructional School

Draper Correctional Center
Elmore, Alabama

January 1965


CHIEF PROGRAMMER
TYPIST (2)
ARTIST
PROGRAMMER
PROGRAMMER EDITOR
PROGRAMMER
Technical Writing Student in Bricklaying (2)
Technical Writing Student in Service Station Mechanics (2)
Technical Writing Student in Radio-TV (1)
Technical Writing Student in Welding (2)
Technical Writing Student in Barbering (2)
Technical Writing Student in Small Electrical Appliances (1)

ORGANIZATIONAL CHART

PROGRAMMING UNIT

VOCATIONAL EXPERIMENTAL - DEMONSTRATION PROJECT

DRAPER CORRECTIONAL CENTER
Elmore, Alabama

January 1965

TOPICS TO BE DEVELOPED BY THE PROGRAMMING SECTION

TOPICS:

I. Radio-TV Repair

How to Solder (Type 2)

Setting Up the Ocillioscope (Type 1)

Using RF Generator (Type 2)

Using the VTVM (Type 2)

II. Bricklaying

Estimation of Material (Type 1)

Setting Up a Builder's Level (Type 4)

How To Mix Mortor (Type 1)

Plotting a Structure (Type 1)

III. Barbering

Preparing a Customer (Type 4)

Manipulation of Tools (Type 2)

Basic Barbering Techniques (Type 2)

Sterilization and Sanitation (Type 5)

Corollary Information for Barbers (Type 5)

IV. Small Appliance Repair

Using Multimeter in Trouble-Shooting (Type 2)

Electrical Circuit Reading (Type 1)

Reading a Vernier Scale (Type 1)

V. Service Station Mechanic-Attendant

Trouble-Shooting An Auto (Type 3)

How An Auto Works (Type 5)

Servicing Air Cleaners (Type 1)

Lubricating Front Wheel Bearings (Type 1)

VI. Welding

Arc Welding: Standard Butt Joint (Type 2)

Using A cutting Torch (Type 2)

Heli-Arc Welding (Type 2)

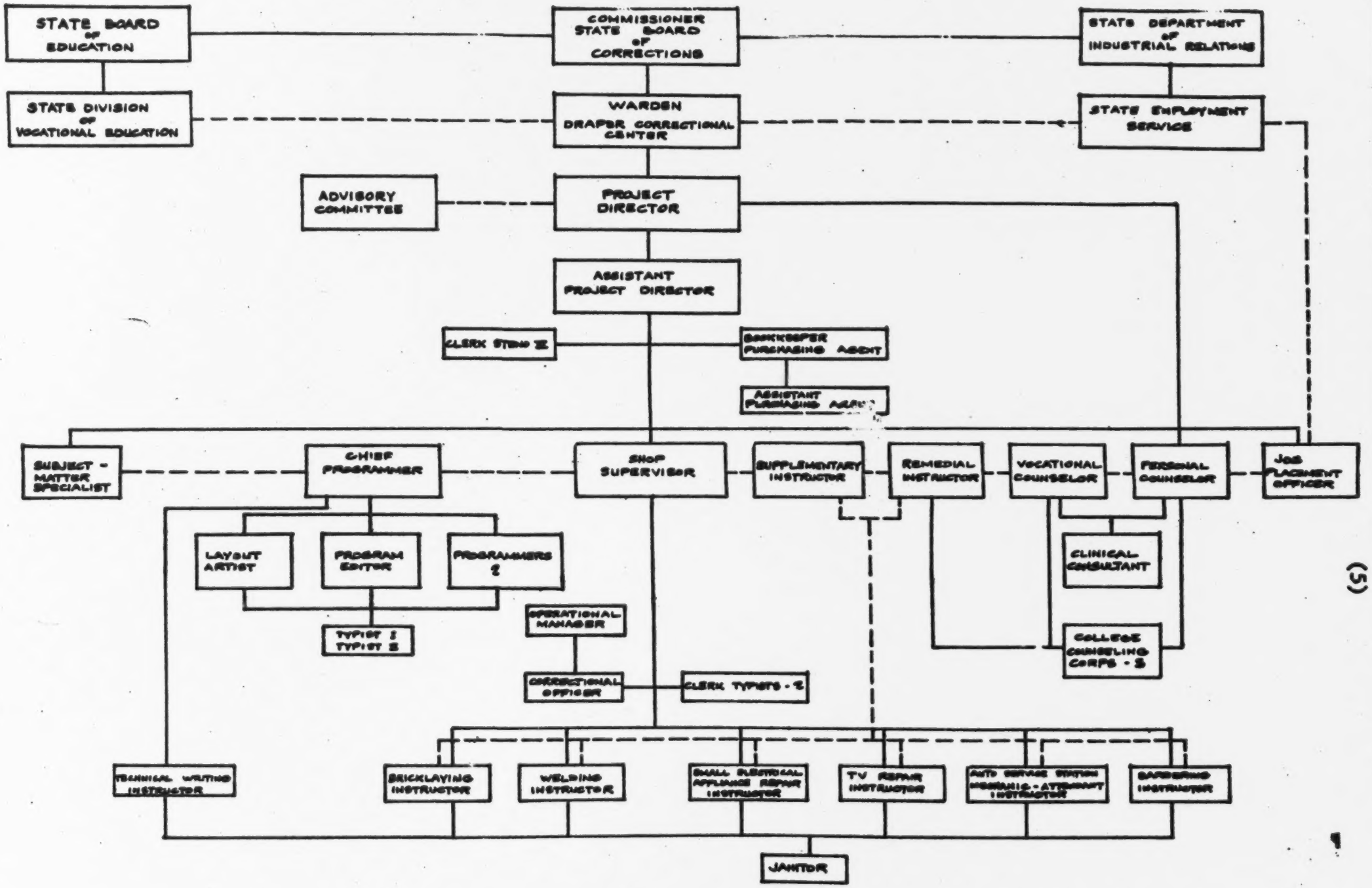
VII. Tentative Materials for Remedial & Supplementary

Spoken English - guide books with tapes

Setting Up a Household Budget (Type 5)

Filling Out Short Income Tax Form (Type 1)

Steps To Good Grooming (Type 1)



ORGANIZATIONAL CHART

VOCATIONAL EXPERIMENTAL - DEMONSTRATION PROJECT

DRAPER CORRECTIONAL CENTER

ELMORE, ALABAMA

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